



Charlotte Mason's House of Education,  
Scale How, Ambleside, UK, 2009

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chemistry, botany, &c., but there should be a special divergence in the direction of those particular sciences specially adapted to men or women as the case might be. The Rev. A. D. H. Allan proposed the following rider to the case might be. The Rev. A. D. H. Allan proposed the following rider to Miss Musson's resolution: "That a higher standard of refinement in boys can be best reached by a system allowing greater freedom of intercourse between boys and girls themselves." Manly and womanly virtues did not differ so much as one might think; the only true method to bring about the best results was the utilisation of the influences of the two sexes the one upon the other. The English girl who had brothers was a beautiful product; the girl of many girls in a family could not be compared with the girl who was brought up amongst other girls; she learnt to hold her own, while she lost none of her dignity. Mrs. Ralph said she had watched the co-education of boys and girls for 28 years. The ideal to be worked for was to make not so much a fine or good man or woman, but a higher type of human being. There were no distinct virtues which were necessarily the prerogative of boys alone, or girls alone. Yet she agreed, for reasons which went far back into the history of our own civilization, there were certain virtues which women lacked and which they were commonly expected to find in men. Women as a rule were deficient in a sense of honour and public spirit. The great want in the education of women was to make them able to differ from one another and at the same time feel absolute friends. When boys and girls met continually "nonsense" was reduced almost to a minimum; the boys developed some of the best qualities of the girls and the girls those of the boys. The great fault of English private life to-day was not the fault of the woman as mother and wife, but, want of any profound feeling as to the dignity of fatherhood and husbandhood in the man. Mr. A. S. Caudle also joined in the discussion. Mr. J. H. Gettins remarked that one could not possibly introduce the relations which existed between brothers and sisters at home, into a public school. He did not think the ladies found the boys of to-day unmannerly, unchivalrous or discourteous, rough, rude or brutal. He considered the need of girls to develop the qualities usually ascribed to boys was greater than the need of boys to develop those qualities ascribed to girls. It was a general characteristic of women that they were somewhat narrow in their views, that they showed incapacity to admit personal considerations in view of abstract principles. Their spirit of rivalry was not always generous and liberal. Let the closest friendship exist between two girls in school; if competitors for the same prize there was great danger of that friendship being dissolved. They were swayed by trifles rather than by principles, and were perhaps more dependent upon others than they should be. Co-education required most careful supervision; it was not sufficient to put boys and girls together and expect them to do what was proper any more than it was to put a lot of boys together and expect them to do just what was proper. Morality must be taught. It must be pointed out with wise supervision and still wiser interference on the part of those responsible for bringing boys and girls together. The Chairman said, with regard to co-education, that though there were certain risks there were also immense advantages. The resolution and the rider were unanimously carried, and the company afterwards took tea. A vote of thanks was passed to Mr. Childs for presiding and to Mrs. Williams for her hospitality.

WEYBRIDGE.—A meeting was held at Wood End, Weybridge (by kind permission of Mrs. Butler), on Tuesday, March 15th. Dr. Schofield was unfortunately unable to come as arranged, but Mrs. Crump kindly gave an interesting lecture on "Living Books for the Nursery," which was much appreciated.

# THE PARENTS' REVIEW

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"Education is an atmosphere, a discipline, a life."

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[JULY, 1904.]

THE PARENTS' NATIONAL EDUCATIONAL UNION.

## EIGHTH ANNUAL CONFERENCE

WAS HELD IN

THE ROYAL ARCH HALLS, EDINBURGH,

27th, 28th, 30th, and 31st May, 1904.

### PROGRAMME.

#### FIRST DAY.—FRIDAY, 27th May.

Evening, 8.30. Opening Meeting. THE EARL OF ABERDEEN in the Chair.

"The Education of Character."

DR. A. T. SCHOFIELD, London.

"Nature and Nurture." PROFESSOR J. ARTHUR

THOMSON, M.A., Aberdeen University.

#### SECOND DAY.—SATURDAY, 28th May.

Forenoon, 10.30. THE COUNTESS OF ABERDEEN in the Chair.

"Normal Growth in the School Ages."

DR. W. LESLIE MACKENZIE.

"Nervous Diseases and Symptoms of the School Age." DR. CLOUSTON, President, Royal College of Physicians.

"Developmental Exercise at School."

GEORGE SMITH, M.A. (Oxon), Headmaster of Merchiston Castle School.

Afternoon, 2.30. Visit to Old Edinburgh, conducted by SHERIFF GUTHRIE.

4.30. Garden Party at the Inch, Newington, by invitation of PROFESSOR and MRS. SIMPSON.

Evening, 8.30. Reception by the COUNTESS OF ABERDEEN in the Arch Halls.

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**THIRD DAY.—SUNDAY, 29th May.**

In connection with the Conference PROFESSOR W. P. PATERSON, D.D. (Edinburgh University), preached a Sermon on "Reverence," in ST. GEORGE'S CHURCH (United Free), Shandwick Place, at 11 o'clock.

The DEAN OF ST. MARY'S CATHEDRAL kindly arranged that the Evening Service should have special reference to the Conference.

**FOURTH DAY.—MONDAY, 30th May.**

Forenoon, 10.30. MRS. FRANKLIN in the Chair.

"**Relation of Home and School.**" Paper contributed by DR. BURGE, Head Master of Winchester School.

"**Parents and Lessons.**"

MRS. CLEMENT PARSONS, London.

"**Mathematical Teaching and its place in General Education.**" T. J. GARSTANG, M.A., Science Master at Bedales School.

Afternoon, 2.30. MRS. HOWARD GLOVER in the Chair.

"**Some Thoughts on Reading with our Children.**"

DR. ALEXANDER WHYTE.

"**Field Excursions in Relation to Nature Study.**"

DR. R. STEWART MACDOUGALL, M.A., Heriot Watt College.

"**The Educational Value of the Habit of Observing Nature.**" REV. CANON RAWNSLEY.

4.30. At Falcon Hall, Morningside, MRS. J. G. BARTHOLOMEW  
**At Home** to Members of the Conference.

Evening, 8. LADY CAMPBELL in the Chair.

"**The Place of Music in Education.**"

PROFESSOR NIECKS, MUS.D., Edinburgh University.

**An Ambleside Evening.** A Paper on "Scottish Ballads" (with illustrations). By a former Student at the House of Education, Ambleside.

**FIFTH DAY.—TUESDAY, 31st MAY.**

Forenoon, 10.30. REV. HUGH BLACK in the Chair.

"**Training in the Service of Man.**" J. LEWIS PATON, M.A., Head Master of Manchester Grammar School.

"**The Modern Girl's Demand for Work.**"

MISS BANNATYNE, Glasgow.

Afternoon, 2.30. Meeting in co-operation with the Scottish Mothers' Union.

"**A Vital Education.**" MRS. CLEMENT PARSONS, London.

"**Some Good Gifts for Children.**"

REV. DR. HUNTER, London.

4.30. Tea in the Arch Halls, by invitation of the Committees of the Edinburgh Conference and the Scottish Mothers' Union.

*Most of the papers will appear in the July and August "Reviews," and as far as possible in the above order.*

**NATURE AND NURTURE.**

BY PROFESSOR J. ARTHUR THOMSON,

*University of Aberdeen.*

"NATURE AND NURTURE" is the title of my short paper, and I hope it has suggested that I mean to say a little about some aspects of those problems which are summed up in the rather ugly word "heredity." I hope so, because many people have as much repugnance to talk about heredity as to talk about predestination.

This repugnance is based on the mistaken impression that what is called "the doctrine of heredity" is not practically suggestive. The study of heredity, we are told, brings us face to face with the predetermined and the inevitable; it suggests that the issues of life are decided by the irrevocable past rather than by the plastic present; it tends, in a word, to Fatalism. The child cannot choose its parents; we cannot prune our genealogical tree; the Fates of the South and the Norns of the North are with us still at every birth, though their names have been changed; why then talk about what is already so settled, when we all wish to *do* something? A discourse on "The Chances of Life" would not be very appropriate in a hospital for incurables!

But this is a narrow and cowardly repugnance. We cannot seriously propose to imitate the ostriches of literature who stick their heads into the sand. In our better moods we are all prepared to face up to the facts of life and to be rid of make-believe. We must therefore satisfy ourselves that current statements of the facts of heredity, whether in novel or in sermon, in drama or in biological essay, are *adequate*. It may be that the scientific doctrine of heredity, impregnable as regards its factual basis, is not always stated with due regard to perspective. Perhaps its practical interest for the parent does *not* end when the child begins to live. Perhaps the apparently demoralising fatalism to which it seems to force us is a fallacious inference.